

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME: Foreign Language I - Spanish

COURSE CODE: LANG2301

CREDITS: 3

CONTACT HOURS: 45 (45 hours theory)

PRE-REQUISITE(S): None

CO-REQUISITE(S): None

SEMESTER:

COURSE DESCRIPTION:

This course is designed for students with no prior knowledge of Spanish. It is therefore, aimed at developing basic communicative competences in the target language by equipping students with both receptive skills (listen, read) and productive skills (speak, write) to function in common real life situations where Spanish is used. It is also expected to serve as a foundation course for the advanced course and for further studies in the language. The course aims to develop in students the ability and desire to use Spanish effectively for purposes of practical communication in basic everyday situations

GENERAL OBJECTIVES:

Upon successful completion of this course, students should:

1. be able to listen to and understand simple spoken and written Spanish in varying situations
2. be capable of reading and understanding simple Spanish
3. understand how to write correctly in simple Spanish
4. respond clearly and appropriately in Spanish
5. exhibit sufficient knowledge of the customs of Spanish-speaking countries
6. extract specific/relevant information from written and spoken Spanish

UNIT I – Introducing Oneself and Others

(3 hours)

Specific Objectives:

Upon successful completion of this unit, students should be able to:

1. introduce himself/herself using simple greeting phrases in Spanish
2. bid farewell in Spanish
3. enquire politely about someone's state and indicating their own state
4. count from one to ten in Spanish

Content:

1. Greetings :
 - a. Buenos días
 - b. ¿Cómo está usted?
 - c. ¿Cómo estás?
2. Farewell
3. Asking people how they are and saying how you are.
4. Ask someone's name and give your name.
5. Los números 1-10

UNIT II – Identification of People and Objects

(6 hours)

Specific Objectives:

Upon successful completion of this unit, students should be able to:

1. recite/write the Spanish alphabet
2. enquire about someone's nationality/give their nationality in Spanish
3. say where they are from and enquire/say where someone is from in Spanish
4. identify basic objects in the classroom in Spanish, for example: a table
5. identify particular parts of speech in Spanish , example the Spanish verb **ser** (to be)
6. count from eleven to twenty in Spanish

Content:

1. El alfabeto el español

2. Enquire about someone's nationality and give similar information about yourself and others (e.g. ¿ Usted es español ? Yo soy jamaicano)
3. Ask people where they are from and say where you are from
4. Say where other people are from. (e.g. ¿ Usted es de España? ,Yo soy de Peru.)
5. Identify objects in the classroom. (e.g. ¿ Qué es esto? Esto es una mesa. etc.)
6. Grammar : definite and indefinite articles
 - a. (singular) gender of nouns,
 - b. subject pronouns
 - c. Introduce the verb **ser**
7. Los números 11-20

UNIT III – La Hora

(6 hours)

Specific Objectives:

Upon successful completion of this unit, students should be able to:

1. recite/write the days of the week in Spanish
2. recite/write the months of the year in Spanish
3. identify the present tense of regular AR verbs in Spanish
4. identify basic objects in the classroom, for example: a table
5. communicate information about age in Spanish
6. conjugate the irregular Spanish verb **tener** (to have)
7. communicate information about the time in Spanish

Content:

1. Days of the week (días de la semana)
2. Months of the year (meses del año)
3. Present Tense of regular AR verbs
4. Ask and answer questions about age. (e.g. ¿ Cuántos años tiene usted?
¿Cuántos años tiene su hermano?)
5. Tener (conjugation of)
6. Time (¿Qué hora es?, ¿ A qué hora cocina?)

UNIT IV – La Familia

(6 hours)

Specific Objectives:

Upon successful completion of this unit, students should be able to:

1. use basic phrases to describe/enquire about an experience in Spanish
2. use basic phrases to describe their/enquire about someone's job in Spanish
3. use basic phrases to describe their family
4. describe reflexive verbs in Spanish
5. describe the use of the irregular verb **ser** (to be)
6. describe colours in Spanish
7. discuss specific numbers in Spanish

Content:

1. Description (¿Cómo es? ¿Cómo eres?)
2. Ask people what work they do and talk about your own and other people's jobs
(eg. Soy estudiante. Mi papá es gerente)
3. Talk about your family (eg. ¿Cuál es la profesión de su hermana?)
4. Reflexive verbs
5. The uses of **ser**
6. Colours
7. Los números 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

UNIT V – Mi Barrio

(7 hours)

Specific Objectives:

Upon successful completion of this unit, students should be able to:

1. describe their community in Spanish
2. describe the seasons in Spanish
3. describe the weather in Spanish
4. describe the basic use of the irregular verb **estar** (to be)
5. describe the use of specific prepositions in Spanish, example next to and opposite
6. describe the present tense of regular ER and IR verbs

Content:

1. ¿Dónde está.....?

2. Name the places in town:
 - a. restaurante
 - b. hotel
 - c. hospital,
 - d. mercado
3. Ask and say where places are (eg. ¿Dónde está el banco?)
4. Say where you live (Yo vivo lejos del colegio? Yo vivo en...)
5. Seasons
6. Weather : the verb **hacer** used to describe the weather
7. Grammar (introduce the verb **estar**, prepositions- cerca de, enfrente de, lejos de en etc.)
Present tense of regular ER and IR verbs.

UNIT VI – De Compras I

(7 hours)

Specific Objectives:

Upon successful completion of this unit, students should be able to:

1. describe in Spanish, specific food items in a shopping scenario
2. enquire about the cost of an item in Spanish
3. enquire and comment on the quantities of items purchased in Spanish
4. describe the monetary units used in specific Spanish speaking countries
5. describe useful (specific) Spanish expressions formed by combining two verbs
6. use stem changing verbs in Spanish
7. use the irregular Spanish verb **estar** (to be)

Content:

1. Shop for specific food items at different shops:
 - a. la frutería

- b. la panadería
- 2. Say what you intend to do (Yo voy a la panadería para comprar el pan)
- 3. Ask how much something costs :
 - a. ¿Cuánto cuesta....?
 - b. ¿Cuánto vale...?
 - c. ¿ Qué precio tiene..?
- 4. Ask and give information about the quantity of items purchased.:
 - a. ¿Cuánto cuesta un kilo de leche?
 - b. Un kilo de leche cuesta diez dólares
- 5. State preferences (Yo quiero una docena de naranjas, por favor.)
- 6. Talk about the different monetary units used in Spanish speaking countries.
- 7. **Ir a** + the infinitive
- 8. Stem changing verbs
- 9. The uses of **estar**

UNIT VII – De Compras II

(7 hours)

Specific Objectives:

Upon successful completion of this unit, students should be able to:

- 1. describe in Spanish, specific clothing items under a shopping scenario
- 2. use common Spanish expressions in the scenario above, example: what is your shoe size?
- 3. describe the colour and material of an object in Spanish
- 4. use Spanish phrases to refer to select objects, example: I like this black skirt
- 5. use Spanish demonstrative adjectives: singular masculine, plural masculine, singular feminine, plural feminine

Content:

- 1. Shopping for clothes and shoes
- 2. Common expressions used (¿ Qué número calza usted?¿ Qué talla usa usted? etc.)

3. Ask and state colour and material of an object (¿De qué son los zapatos? Los zapatos son de cuero.)
4. Refer to an object (Me gusta esa falda negra)
5. Grammar : Demonstrative adjectives
 - a. ese,
 - b. esa,
 - c. esos,
 - d. esas.
 - e. The verb **gustar**

METHODS OF DELIVERY:

1. Lectures
2. Discussions
3. Situational role play
4. Dialogues
5. Use of authentic material for listening and reading
6. Exercises to enhance listening and pronunciation
7. Producing written pieces of work e.g. Advertisements and their own dialogues

METHODS OF ASSESSMENT AND EVALUATION:

1. There will be continuous assessment throughout the course and at the end. The course evaluation will comprise of tests on the areas of reading, listening, speaking and writing.
 - a. Continuous Assessment:

i. Oral	15%
ii. Writing	15%
iii. Listening	10%
iv. Final Examination:	
v. Oral	20%
vi. Writing	40%

RESOURCE MATERIAL:

Prescribed:

Carter, S. (2001). *Functional Spanish for Caribbean students*. Jamaica: Ian Randle.

Recommended:

Kattan-Ibarra, J. (1993). *Teach yourself Spanish*. IL: NTC/Contemporary Publishing.